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Theories of second-language acquisition. Theories of l2 acquisition. What are the 5 theories of second language acquisition.

Skill-based theories of second-language acquisition view the process as similar to learning other skills, such as driving or playing an instrument, where practice is key. The most well-known theory, ACT-R, distinguishes between declarative and procedural knowledge, with skill acquisition progressing from one to the other. Second-language learners progress through three stages: declarative, procedural, and autonomous. 1. Universal Grammar Theory - Human beings are born with an innate ability for language, and a universal grammar underlies all languages. 2. Input Hypothesis - Comprehensible input is the primary driver of second language acquisition, emphasizing exposure to meaningful and understandable target language content. 3. Interaction Hypothesis - The interaction between the learner and the teacher or peer influences language acquisition, suggesting that learners benefit from engaging in conversations and activities that promote language use. 4. Cognitive Code Framework - Language acquisition involves cognitive processes such as categorization, analogy-making, and problem-solving, which are shaped by the learner's prior experience and knowledge. 5. Connectionist Theory - Language acquisition is a result of neural connections forming between different parts of the brain, with learners acquiring grammar and vocabulary through repeated exposure to language. 6. Sensitive Period Hypothesis - Certain periods in childhood are more critical for language acquisition, during which the brain is particularly receptive to learning new languages. 7. Naturalistic Learning Theory - Language acquisition occurs naturally through exposure to authentic language materials and opportunities for interaction with native speakers. 8. Critical Period Theory - There is a critical period for language acquisition, during which learners can acquire a second language more easily than at other times in their lives. To boost learner engagement and comprehension, consider incorporating authentic materials like news articles, songs, movies, and conversations with native speakers. Prioritize listening and reading exercises, and include pre-reading and pre-listening activities to help learners activate their schemata and improve understanding. Meaningful interactions between language learners and native speakers (or proficient language users) are crucial for effective second language acquisition, as highlighted by the Interaction Hypothesis. Foster group activities, pair/peer interaction (e.g., role plays), and collaborative projects in your classroom to promote language use in meaningful contexts. Consider ways to maximize language interaction opportunities outside of class. The Output Hypothesis emphasizes the importance of giving learners opportunities to actively produce the target language through writing, speaking, and presentation tasks. Constructive feedback on learners' output helps them notice gaps in their knowledge and is vital for supporting student improvement. Practical steps include providing ample production opportunities, offering feedback focusing on accuracy and fluency, and incorporating self-correction exercises to encourage learners to monitor their own language production. Sociocultural Theory (SCT) highlights the role of social interactions and cultural contexts in shaping language development. This theory views language acquisition as a socially situated process, emphasizing real-world applications and collaboration/group activities. Practical steps include prioritizing group work, incorporating authentic materials, and fostering learner autonomy. Creating a language learning environment that values diversity and promotes cultural understanding is essential. This includes using culturally authentic materials and activities to broaden learners' perspectives. It's been established that excessive anxiety or negative emotions can impede learners' ability to process and learn new language input. On the contrary, a positive and low-anxiety environment is vital for effective language acquisition. To facilitate this, educators should focus on creating a supportive atmosphere that promotes belonging, connecting language learning to learners' interests and goals, and encouraging realistic goal-setting and celebration of achievements. Additionally, providing opportunities for personalisation and connecting new concepts to learners' experiences can enhance engagement and motivation. By incorporating these strategies into their teaching approaches, language educators can create engaging and effective learning environments that foster successful second language acquisition. Recent breakthroughs in artificial intelligence-driven linguistics and shifting research focus towards social interactions have profound effects on how we understand second language learning. A revised edition of "Second Language Learning Theories" now incorporates cutting-edge perspectives, including reworked chapters on functional, cultural, and linguistic aspects, as well as a completely new chapter on integrating theories. It also includes updated examples using the latest studies. This comprehensive resource remains indispensable for graduate students in second language acquisition, providing them with a rich understanding of this complex field.